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The Place of the Closed Book, Invigilated Final Examination in a Knowledge Economy

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ABSTRACT

This paper argues that, in the information age, the closed book, invigilated final examination has become an anachronism. Most significantly, it is an assessment instrument that does not assess deep conceptual understanding and process skills. Indeed, the anecdotal evidence one often hears from students is that ‘cramming’ the night before amounts to ‘data-dumping’ on the day, with little knowledge retention thereafter. The defence of the traditionalists is that we have to have invigilated final examinations or students will cheat. However, as this paper posits, it is possible to structure a summative final assessment item in such a way that the scope for plagiarism/cheating is minimal. This requires a commitment to authentic assessment where real-world problems take centre-stage, and the information and communication technologies are harnessed to allow for an element of interaction. In the process, the student is engaged more effectively with the assessment task which, in turn, serves to induce deeper learning.

INTRODUCTION

The purpose of this paper is to present the case for a different type of final examination to that traditionally offered in universities. Importantly, it will present the case for an examination format that is not only ideally suited for the online delivery mechanism, but one that is pedagogically appropriate given student demographics and the expertise and skills one might ordinarily expect tertiary level students to acquire in a knowledge economy.

Section 2 of the paper provides background on the context of this study; *viz.* a completely online business school, Universitas 21 Global (U21G). It describes the final examination format currently being used at this institution, and its partnership with Prometric, a company internationally renowned for the provision of online testing services. It describes the meticulous and sometimes quite painstaking process involved in producing a single examination. It also comments upon some of the problems encountered during the delivery of these examinations despite the best efforts of staff at U21G and Prometric. Most significantly, though, this introductory section acknowledges the feedback received from faculty and students about the apparent misalignment of U21G pedagogy and the final examination assessment instrument.

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Section 3 then goes on to provide a theoretical justification for an alternative final examination instrument (in addition to some quite sound practical reasons). There is a discussion of the broad philosophy behind the alternative model, referred to here as an open book, open web (OBOW) examination, and the theoretical advantages it offers when compared to the more traditional model. The defining characteristic of this alternative approach is a commitment to authentic assessment.

Section 4 provides a description of the methodology used in OBOW testing, the technology employed in the delivery of the examination, and the steps taken to confirm the identity of the examination candidate. (An example examination assessment item is included in the Appendix to this paper).

Section 5 of the paper presents the preliminary findings of student evaluations of the OBOW trial at U21G, and discusses the criteria that will determine its relative success and subsequent adoption (or otherwise). This will be followed by section 6, the summary and conclusions.

THE CONTEXT OF THIS STUDY

U21G is a joint venture between Universitas 21, an international network of 16 leading research-intensive universities, and Thomson Learning, one of the world's largest companies supplying learning resources. A truly global operation, U21G commenced operations in mid-2003 and, during the first year, enrolled around 340 students from all over the world within its flagship Master of Business Administration (MBA) program. This course is delivered entirely online, and relies almost exclusively on asynchronous communication between faculty and students given that the student body spans so many different time zones.

U21G's preferred pedagogy is unabashedly student-centred. The curriculum revolves around problem-based learning (PBL), and Harvard Business School cases are used extensively. Program delivery is based on the combined use of traditional resources (e.g. text), and the information and communication resources that characterise the knowledge economy. All course units are faculty-led – but not faculty-directed – the academic taking on the role of facilitator and mentor rather than lecturer. Student evaluations to date show this is an approach that meets with the broad approval of the student body.

While the U21G pedagogy is generally consistent with the constructivist tradition, there have been inconsistencies when it comes to assessment. In an MBA course (of all courses), it would seem to make an infinite amount of sense to ensure that assessment items require application of empirical and theoretical knowledge to elements of professional practice. To this end, there are many instances of student-centred learning with case and scenario-based summative assessments appearing at the end of each segment of study. These assessment items have a high degree of authenticity, providing students with a great opportunity to apply their newly constructed knowledge in a meaningful way. The big challenge has been the structure of the final examination instrument which has drawn some negative comment from students and faculty alike. This has been a disappointing outcome given the time and

effort committed to the production of examinations during the first nine months of U21G's operation.

The development of final examinations for each of the first five subjects offered by U21G necessitated quite meticulous planning, together with its test delivery partner, Prometric. Incorporating 40 multiple-choice questions (MCQs) and between one and four so-called free-response questions (FRQs), the original thinking was to develop an objective test that did a little more than test knowledge recall. To this end, test objectives were authored specifically to require reasoning and critical analysis on the part of the examinee. A 90-day schedule was drawn up to ensure ample time was available for each step of the examination process. These steps include the authoring of test objectives based on each subject's defined learning outcomes, item writing training for the authors of the examinations, the writing of the examination itself, item editing by a Prometric psychometrician, final proof-reading, and then upload of the completed examination to the Prometric test driver. Thereafter the examinations are delivered to students on a prescribed day at one of the 3000 or more Prometric testing centres located around the globe.

Each of the examinations described above had a second form (or version) and in some cases a third. In these instances, the 90-day cycle was shortened somewhat as the test objectives for each subject had already been defined. This notwithstanding, it is reasonable to assume that there are not too many tertiary educational institutions in the world that are quite so scrupulously careful in their approach to the production of a single 3-hour examination, and go to such great lengths in the interests of quality assurance. How is it possible, therefore, that the product of such endeavours could attract criticism from faculty and students?

There was certainly no question in the minds of U21G faculty and the item writers that the examinations they were producing were superior to those they had been associated with in other tertiary institutions in that, never before, had they been involved in a process where test objectives are defined in advance of exams, where the authors of exams received item-writing training, and where items are subject to psychometric editing. The problem, simply, was that the examination format did not integrate very well with the case-oriented, problem based learning approach favoured by U21G. Although the FRQs provided some opportunity for students to solve unstructured problems, despite the best efforts of the U21G item writers, the MCQ component of the examination did not. In other words, MCQ assessment is not in alignment with the U21G preferred pedagogy and with designated learning outcomes (a state of affairs that Biggs (1999) would refer to as a lack of 'constructive alignment'). In the light of this feedback, it was determined that there were strong grounds for developing and trialling a new model for the examination instrument.

THEORETICAL CONSIDERATIONS

A burgeoning academic literature on constructivist learning has come to dominate mainstream educational thinking, particularly over the last decade or so. Led by Marton and Säljö (1976a, 1976b), Biggs (1987, 1993) and Ramsden (1992), this educational philosophy posits that meaning is not imposed or transmitted by direct instruction, rather it is created (constructed) by the students' learning *activities*. This

perspective diverges from the instructivist (objectivist) view of education that presumes knowledge exists independently of the knower, and that understanding is coming to know what already exists. The constructivists argue that deep learning will occur only when the learner is actively engaged in, operating upon, or mentally processing, incoming stimuli. Importantly, the interpretation of stimuli depends upon previously constructed learning. What this means is that thinking or learning about the *process* of learning (the meta-cognitive process) becomes more significant than the material being learned. In short, constructivism focuses on knowledge construction, not knowledge reproduction (Herrington and Standen 2000).

The defining characteristic of the OBOW approach is a commitment to authentic assessment. As the literature on authentic assessment reveals, it is solidly based on constructivism, and acknowledges the learner as the chief architect of knowledge building (see, for example, Wiggins 1989, 1998, and Herrington and Herrington 1998). It is a form of assessment that fosters understanding of learning processes in terms of real-life performance as opposed to a display of inert knowledge. The students are presented with real-world challenges that require them to apply the relevant skills and knowledge, rather than select from predetermined options as is the case with MCQ tests, for example. Most important of all, it is an approach that *engages* students because the task is something for which they will have empathy. This, in turn, elicits deeper learning.

A problem with MCQ testing is that, quite apart from the fact it is at odds U21G pedagogy, it is not a form of assessment that is representative of any real-world setting, particularly those settings likely to be faced by an MBA graduate. Consider the following scenario, common to work places all over the world, each and every day. Which is the more probable?

(a) Boss to employee: *Look, we've got a real problem here ... you've got an MBA haven't you? Can you write me a report on this, and email it to me by 9am tomorrow?*

(b) Boss to employee: *Look, we've got a real problem here ... you've got an MBA haven't you? Can you lock yourself away in that room, don't talk to anyone, don't browse the web or open any books, and give me your answers to these multiple-choice questions in 3 hours time?*

Supporters of the use of MCQs might reasonably argue that it is possible to construct questions that correspond to the complex cognitive objectives in Bloom's Taxonomy (Bloom 1956). The 'assertion-reason' type of MCQs, for example, are more sophisticated in their structure, inducing a lot more reasoning on the part of the student than is the case with the more 'traditional' type of MCQ. However, there is evidence to suggest that it is the linguistic complexity that presents students with the challenge with this type of question rather than the complexity of the problem framed within the question. Thus, to ensure equitable treatment of students (particularly those for whom English is a second language), it is probably wise to use this type of question for formative purposes only as an interactive, self-paced learning device, where there is no time constraint and where there is ample opportunity for students to master any linguistic intricacies (see Williams 2005). In short, while the properties of the

instrument may be technically sound, this does not necessarily determine the quality of the learning that takes place (Laurillard 2002, p. 148).

However, whether the examination instrument uses MCQ or some other testing format, one might reasonably ask the question as to whether the closed book, invigilated final examination belongs to some bygone era. Some universities have been doing the same thing now for centuries, the main innovation during this period, some might argue, being the transition from the ink well and the quill to the ball-point pen. In the case of U21G, the closed book, invigilated examinations delivered via Prometric testing centres are not quite so antiquated in that at least they make use of a computer – the tool the majority of people in the world of business and commerce have been using on a daily basis since the mid-1980s (Chaptal and Pouzard 2004). However, epistemologically speaking, the Prometric delivered examinations are conceivably as outdated as the on-campus variety. In an era where a wealth of information is available at our finger tips (literally and metaphorically), to have examinations which treat knowledge and its acquisition as a memory test is an anachronism. An *online* business school, of all business schools, is especially well-placed to take advantage of the various information and communication technologies (ICTs) to validate its students' learning, specifically their ability to handle complex, unstructured problems in authentic settings.

This is hardly a new debate as there has been a question mark over the usefulness of examinations for many years – at least in the way they have been traditionally delivered. Entwistle and Entwistle (1991), for example, are in no doubt that examinations do not assess deep conceptual understanding and process skills. Indeed, as many a student will no doubt testify when quizzed about their examination strategy, it is often a case of 'cramming' the night before and 'data-dumping' on the day, with little knowledge retention thereafter. Despite this criticism, there has been little substance to the argument mounted by those who speak in favour of the *status quo*. A search of the major educational databases for an article in a refereed journal published in the last 30 years that extols the virtues of closed book, invigilated final examinations produces a nil return.

A defence usually proffered by those favouring the continued use of closed book, invigilated final examinations is that students will cheat unless they are supervised. This justification has two defects: (i) it is implicitly assumed that students do not cheat in invigilated examinations which the central examinations division in every university in the world will likely confirm is not the case, and (ii) the goal of policing the small minority of cheats is implicitly elevated above the goal of producing superior learning outcomes for the vast majority of students (Morgan and O'Reilly 1999, p. 80).

The OBOW examinations represent a serious attempt to engage students rather than alienate them. The opportunity for academically dishonest practice is less because of the way they are structured, but so is the temptation to resort to this kind of behaviour in the first place. Students will have a greater empathy for the task that lies before them if they can see the point of it. As it was pointed out earlier, in an MBA course it is particularly important to devise assessment tasks that require application of empirical and theoretical knowledge to elements of professional practice. By ensuring

assessment items are thoroughly grounded in authentic contexts, students have an excellent opportunity to apply their newly constructed knowledge in a *meaningful* way.

A further barrier to the acceptance of the OBOW approach on the part of those preferring the traditional approach is largely epistemological. If knowledge is viewed as being static, with learners taking a passive role then, ideologically, it will be difficult to persuade someone of the merits of an approach that conceives of knowledge as being adaptive with learners taking an active role in the construction of their knowledge.

It follows that they will likely reject the idea that an assessment item can be structured in such a way that plagiarism/cheating ceases to be an option because the format of the question will not test knowledge as they conceive of it. This is all very well, except in circumstances where taking such a position is at odds with the objectives and pedagogy of the degree programme as a whole. This would serve only to confuse students as to what is required of them if they are to perform well in their assessments.

Having had this theoretical debate, faculty at U21G decided that there were solid grounds for the trial of an OBOW examination format. Importantly, the general philosophy behind this alternative examination instrument is consistent with U21G pedagogy. In addition, the resulting examinations are decidedly easier to create and administer, requiring far fewer resources which amounts to savings of tens of thousands of dollars per year. Another benefit is that U21G has total control of the examination process from start to finish, which serves to avoid the hazards that can sometimes eventuate when certain elements of the process are outsourced to a third party.

METHODOLOGICAL CONSIDERATIONS

Broad guidelines for the construction of authentic assessment items may be summarised as follows (Williams 2004b):

- Design assessment items where the emphasis is on the importance of *critical analysis*, rather than content knowledge.
- Design assessment items so that they explicitly focus on *learning outcomes*; i.e. students need to see the point of what they are doing.
- Design assessment items where students are motivated by the quality of their learning and the *generic skills* they acquire rather than the content they memorise.
- Design assessment items so that the learning experience is *authentic* (within a suitably limited time period), but make it as *specific to the course unit* as possible (to thwart the cheat sites).

The Appendix to this paper includes an example assessment item that uses the OBOW approach. Each examination is unique and is not re-used. One common feature is that the learner is placed in the role of problem-solver or decision-maker. Role play provides an effective bridge between a learner's education and their professional practice, and the role of 'expert witness' is a useful mechanism for the validation of student learning. Importantly, real-world problem(s) at the heart of these examination questions are brought to life through the integration of hyperlinks to the web and streaming media that serve to enhance engagement with the student (Hung and Chen

2003). It is this that differentiates the OBOW approach from the more traditional open book 'take-home' examination.

The example OBOW exam in the Appendix presents a scenario that a lay person would understand and be able to relate to. It is a 'story' about coffee and how producers in the less developed world are faced with falling prices, yet this does not seem to be reflected in the average price of a cappuccino in the high street cafes of the developed world. The main objective of this semi-structured mini-case (or 'caselette') is to get students to think conceptually about this problem, applying the skills and techniques they have acquired in their study of managerial economics. Having set the context, the definition of the assessment task might amount to no more than a paragraph (see 'Your Task', Appendix). The 'Guide to the Assessment Task' that follows the assessment task definition is not to 'spoon-feed' the student but to ensure that the task is not so unstructured that the student is either struck by 'writers' block' or they go off on a tangent not addressing the crux of the problem.

Another key element is the inclusion of very specific instructions relating to the preparation and submission of the assessment item which make it very difficult for a student to get someone else to do the work for them. Insisting that the work is submitted electronically in order to make use of plagiarism detection software is a deterrent but, more importantly, there is little point in a student getting a friend or relative to write an answer for them if it is a condition that a student's answer make direct references to course-specific materials (see point 1 in the Appendix, 'Important information regarding the preparation of your work'). The student's accomplice would first have to immerse their self in the subject materials, something that would be made doubly difficult if the time period allowed to complete the task is sufficiently tight. Buying an assignment on-line, meanwhile, is a non-starter if the assignment is highly contextualised (Williams 2002). It is also important to make it clear that critical analysis (rather than recall of content knowledge) is the key to success. Ideally the assessment task should invite a wide of variety of 'equally correct' answers (see points 4 and 5 in the Appendix).

The authoring of OBOW exam is not a particularly onerous task. An 'Authentic Assessment Web Site' has been developed for training purposes (see Williams 2004c). Adjunct faculty (the primary authors of examinations at U21G) are pointed to this resource in the first instance and then they work with lead faculty to develop an idea for a case. Various learning objects are gathered together (i.e. text, audio, video, flash animations) and the examination is constructed over a period of several weeks. It is an iterative process that allows someone new to the format an opportunity to experiment until they have fully grasped the essence of the project. To this end, they are counselled by lead faculty and U21G assessment advisors to ensure that the task(s) set address as many of the stated learning objectives of the subject as possible, and the wording is sufficiently broad to invite the students to draw on as much of the course material as they wish. The author of the exam is also responsible for providing an outline of the typical answer they expect to receive. Once the first draft is complete it is forwarded to the resident U21G editor, who makes suggested changes. The final draft, once proof-read, is then uploaded to the examination delivery system that resides within the U21G learning management system (LMS) (Williams 2004b).

PRELIMINARY EVALUATION

The Prometric examinations were delivered over a period of nine months. The plan is to trial the OBOW format for examinations over a similar period. To date, all students who have completed both formats of examinations have been asked to respond to a 10-question online questionnaire via the survey tool within the LMS. The questionnaire focuses on the relative merits of the two examination formats. In broad terms, the questions focus on the relative depth of learning, real world relevance, the consistency of the examinations with the pedagogy, the time allowed for the examinations, the opportunities for plagiarism and cheating, and overall preferences regarding examination format. There is also opportunity for students (and faculty) to submit qualitative feedback in the form of written comments.

After three months, 120 candidates had sat for OBOW exams, and 54 had responded to the online questionnaire (a response rate of 45%). Strangely, there were five respondents who elected to submit no answer to all of the questions. One possible explanation for this is that they came across the survey when completing other surveys and accessed it out of curiosity while not being eligible to respond; that is, they had not completed an OBOW exam. Taking these five individuals out of the analysis still produces a relatively high response rate of around 41%, making it a representative sample.

Perhaps the most significant statistic was that *all* students either agreed (27%) or strongly agreed (73%) that, overall, OBOW examinations were preferable to a closed book, invigilated examination format. The other options on the five-point Likert scale (strongly disagree, disagree, and neither agree nor disagree) receiving no votes. Other similarly resounding results were that 96% either agreed or strongly agreed that a 24 hour period for the OBOW examination was about right; 98% either agreed or strongly agreed that it was more convenient; and a similar proportion believed the format to have greater relevance to their business education.

Academically, 96% either agreed or strongly agreed that the OBOW examination format was more closely aligned with the U21G pedagogy than the closed book, invigilated format; 88% either agreed or strongly agreed that, by comparison, it produced higher quality outcomes; 84% either agreed or strongly agreed that the OBOW format was more intellectually challenging; with a similar number finding the interactive nature of the examination more engaging.

The student responses with respect to the opportunities for plagiarism and cheating were far less skewed, many students taking a neutral stance. When asked the question whether the format of the OBOW exam means students can cheat, around half disagreed (30%) or strongly disagreed (20%). Meanwhile, 27% remained neutral and 23% agreed (but did not strongly agree) that students can cheat.

Interestingly, when asked the question whether the format of a closed book, invigilated exam means students *cannot* cheat, a broadly similar picture emerges. This time, slightly less remained neutral (20%), with the balance split fairly evenly among those that disagreed (22%) or strongly disagreed (18%) that students cannot cheat in a closed book, invigilated exam, and those that agreed (27%) or strongly agreed (13%).

One might make the observation from this data that respondents are more positive in their *disagreement* that students *can* cheat in an OBOW examination than they are in their *agreement* that a closed book, invigilated examination means students *cannot* cheat. A more important observation, however, is that neither system offers a perfect solution when it comes to the policing of unethical practice. As one respondent noted in their written comments:

If students are intent on cheating they will do it no matter what the format of the exam. An open book exam is not going to encourage anyone to cheat who would not normally have done so.

SUMMARY AND CONCLUSIONS

This paper set out to present the case for a different type of final examination; one that is more relevant to the human capital needs of a knowledge economy. It has argued that a commitment to authentic assessment will provide a vehicle for such an examination, where real-world problems take centre-stage, and information technology is harnessed to allow for an element of interaction. In the process, the student is engaged more effectively with the assessment task and this, in turn, serves to induce deeper learning. A trial with an open book, open web examination format at U21G has so far yielded positive results, to the extent that there are strong grounds for continuing with this trial. It is an examination format that is not only ideally suited for e-learning, but it appears to be one that is pedagogically appropriate given the clientele a business school typically attracts. It is true that there will always be a small minority of students who will cheat (even within a cohort of mature age MBA students) but common sense would suggest that the main priority should be to focus on the quality learning outcomes of the majority, rather than cater for the lowest common denominator. Certainly, where there is equal scope for cheating (as feedback in the student survey would seem to indicate) then, intuitively, the model that maximises student learning would be the superior option.

If a tertiary educational institution is truly committed to excellence, then it should make it clear – through its choice of assessment methods – the quality of the learning experience of its students is of paramount importance. Of all institutions, business schools need to be particularly alert to this given the intensity of competition in the market for graduate business education. A great many business schools make bold claims about the real-world applicability of their courses in their marketing materials. However, this is not always apparent in these schools when one examines their assessment practices and the format for examinations in particular. In those schools where assessment practices are deemed to be of key strategic importance, this is a clear demonstration of their growing maturity in the field of graduate business education, and their determination to be a significant player in a knowledge economy.

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Appendix

MANAGERIAL ECONOMICS: OPEN BOOK, OPEN WEB EXAM

THE CONTEXT

The coffee industry has been experiencing significant difficulties in recent times; prices tumbling to all-time lows in real terms during 2002 (see Figure 1). This has caused considerable hardship for coffee producers around the world but, at long last, there appears to be good news. After four years of record low prices, the [International Coffee Organisation \(ICO\) composite price index](#) shows average prices to be trending upwards. From an average price of 48 cents a pound in 2002, to 52 cents a pound in 2003, the first quarter of 2004 saw an average price of around 59 cents a pound.

However, as a recently published [World Bank discussion paper](#) reveals, market dynamics within the coffee industry are complex and require careful analysis. An interesting development is the emergence of a segmented product market, differentiated according to a variety of characteristics including, for example, distinctive origin, organic production and fair trade.

Figure 1

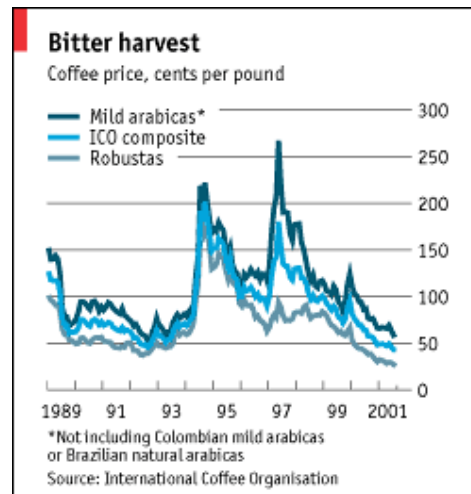


Image source:

http://economist.com/PrinterFriendly.cfm?Story_ID=797619



Image source: <http://www.progreso.org.uk/>

The fair trade lobby has certainly received a lot of attention of late as [cappuccino consumers](#) in the malls and high streets in developed countries have begun to voice their concern about the plight of coffee farmers in the less developed world. Ten years ago, the world coffee market was worth \$US30 billion and farmers received about \$US10 billion. Now the industry is worth \$US60 billion and the farmers get about \$US5.5 billion.

Berkeley, California, for example, has even considered [banning](#) the sale of coffee that is not 'fair trade'. [Oxfam](#), meanwhile, has taken a decisive step and joined forces with the UK's largest independent coffee roaster, Matthew Algie, announcing plans to launch a chain of fair trade coffee shops, called Progreso, in partnership with coffee grower co-operatives.

While support for the fair trade lobby has certainly grown in recent years, it faces [opposition from free market economists](#) like those at the Adam Smith Institute who claim that fair trade fosters inefficiency and that, ultimately, this will not help farmers in less developed countries (LDCs).



Image source: <http://www.adamsmith.org/>

YOUR TASK

The chief executive officer (CEO) of your company, a large multinational coffee roaster and retailer, has been advised by the Board that shareholders are becoming increasingly concerned about the poor public image of the company as a result of consumer complaints about exploitation of coffee farmers in LDCs. The CEO is unsure how to respond to this problem. She has read the Executive Summary of the [World Bank discussion paper](#) but remains confused. To this end, she is seeking the counsel of staff within the organisation and has called for submissions in the form of discussion papers.

Having just completed a 12-week managerial economics subject at a leading international business school, you decide to make a submission. Your brief, very simply, is to ***explain the structure of the coffee industry and comment on recent trends using the relevant economic theory***. About **80%** of your discussion paper should be devoted to this task. The remaining **20%** should ***focus on possible strategies the firm might take to alleviate the concerns of the shareholders***. The CEO is aware that a brief as broad as this is likely to attract a variety of proposals, but this is quite deliberate on her part as she wants to encourage people to come up with some creative solutions to the problem.

GUIDE TO THE ASSESSMENT TASK

To help guide your thinking, you have discussed the matter with colleagues and, among other things, they recommend you contemplate the following:

- when explaining the structure of the coffee industry, be sure to discuss both the long term perspective and the recent changes that have taken place;
- using economic concepts to describe what is going on, analyse the industry under four separate headings: 1) the trends facing the farmers who grow the coffee beans; 2) the changes occurring in the coffee roasting and retailing industry; 3) the trends in the consumer markets for coffee ; and 4) the responses from governments (or those that might be forthcoming);
- illustrate your explanations with diagrams; and
- before suggesting a strategy, or strategies, for the company, start by explaining to the shareholders the possible factors which might have caused the drop in farmer receipts from US\$10b to US\$5.5b over the last ten years.

IMPORTANT INFORMATION REGARDING THE PREPARATION OF YOUR WORK

- 1) In completing this task, be sure to draw on the concepts and analytical tools you have learnt about during the course, making direct references to the subject materials (i.e. the prescribed text, courseware, and other resources). Students who fail to comply with this directive will not receive a passing grade.
- 2) You must upload a written response of 2000 words (+/- 10%, excluding references) in 24 hours time via the link at the course web site. Take a look at this link now so you know what is required of you.
- 3) The piece of writing you submit should be referenced in the normal way, using an internationally recognised referencing system (i.e. the Harvard system and the Numbered notes system). Students who fail to comply with this directive will not receive a passing grade.
- 4) This is a broad question that invites a variety of 'equally correct' answers.
- 5) High marks will be awarded for good, critical analysis, rather than content cut and pasted from web-sites and other electronic sources.
- 6) The expectation is that you will not have the time to submit an answer of the quality of a term time assignment, but it should resemble an answer of that quality.

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